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Quarterly Report July - September 2005



Submitted by:

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EQUIP2: Education Policy, Systems Development, and Management

I. Objectives of EQUIP2

The Education Quality Improvement Program 2 (EQUIP2) Leader with Associates (LWA) Award for Education Policy, Systems Development, and Management was awarded on January 30, 2003. The broad objectives of the Cooperative Agreement are to:

- Assist countries to develop, manage, and monitor education sector policies and plans that support national macroeconomic plans;
- Reinforce the national Education for All (EFA) planning committee, the decentralization of education, and the involvement of civil society in planning for education and out-of-school children and youth programming;
- Support the design, development, and improvement of education data collection, storage, analysis, and application systems; and
- Strengthen education administration, management, finance, and planning.

The report is divided into sections addressing the Leader and Associate Awards.

II. Leader Award: Activities and Accomplishments, January-March, 2005

The quarter ending September 30, 2005 includes work done in July, August and September 2005. The emphasis in this period was on preparing and presenting at the USAID EGAT bi-annual conference; planning training modules for delivery at a pilot USAID education officer training to be held in October; holding the EQUIP2 quarterly meeting and program area steering committee meetings; and responding to two new associate award requests in Southern Sudan and El Salvador. The EQUIP2 Associate Award for the Republic of Georgia was signed July 20, 2005.

Specific Activities this Quarter

Program Management

The EQUIP2 team continued to support Leader Award work this quarter while responding to two new associate award requests and initiating one new field project. Specific activities related to program management are discussed below.

- EQUIP2 hired Jessica Jester Quijada and David Balwanz, who were working as interns throughout the summer, as new program officers for EQUIP2. Jessica will continue to work with John Gillies and David Chapman on the donor effectiveness research as well as backstop the Georgia Associate Award. David Balwanz will continue to work with Audrey Moore and Joe DeStefano on the complementary education models research and backstop the Sudan Associate Award.
- The EQUIP2 management team of John Gillies and Audrey Moore attended CTO meetings this quarter addressing a range of topics, including: preparations for the USAID training, upcoming school fees work, EGAT budget impact for EQUIPs, and research agendas for the EQUIPs.

- John Gillies presented the EQUIP2 research agenda to the USAID sector council in July. The main focus of the presentation was on work completed under the decentralization and complementary education program areas, along with future research plans.
- The EQUIP2 partnership continued to develop options and strategies for cost share. John Gillies worked with the EQUIP CTOs on developing guidelines for acceptable cost share activities. He also worked with partners in developing appropriate strategies. For AED, he continued developing several potential approaches, including implementing a regional seminar on workforce development in the Middle East (in collaboration with a private foundation, the World Bank, and EQUIP3); developing a conference on public-private partnerships for education in collaboration with the Conference Board; and leveraging an agreement with Microsoft to develop a powerful on-line M&E tool for use in USAID projects. Discussions with all of the possible partners, and with USAID, are continuing on these possible cost share strategies.
- EQUIP2 – CTO discussions on budget outlook for FY 2006 focused on the potential for substantially reduced resources. The current outlook indicates the possibility of over \$1m in reduced LOP funding if the trends continue. John Gillies and Patrick Collins are discussing the programmatic implications of this level of cutback.
- USAID requested additional Leader assistance in conducting substantive research in school fees. EQUIP2 agreed that this expansion of the existing work on education finance is an appropriate and priority area of inquiry. John Gillies, George Ingram (EPDC), David Plank (MSU) and David Chapman (UMN) held meetings with EQUIP2 CTO Patrick Collins to discuss the context the importance of understanding the impact of abolishing school fees. David Plank (MSU) will lead the research team to conduct an initial literature review on school fees, develop a framework for addressing the issue, and develop a comprehensive research plan. EGAT and the education sector council developed an initial program description, and EQUIP2 is working on a refined program approach. The work on school fees will continue through the end of the EQUIP2 project.
- EGAT/ED requested additional assistance from the EQUIP123 projects to implement a pilot training program for USAID education officers to be held in Hagerstown, MD in October. To meet this need, which clearly furthers the goals of EQUIP2, some aspects of the workplan were modified. Throughout July, August, and September, EQUIP2 worked with the facilitators and CTO in planning content and approach. In August, the EQUIP2 team began to develop training modules related to Education Policy and Reform. Tom Lent and Joe Destefano will be the primary facilitators. The following EQUIP2 team members will present training modules: Luis Crouch (Education Finance); David Plank and Audrey Moore (Case study/components of successful reform); Joe DeStefano (Education reform); John Gillies (Education data); Don Winkler (Decentralization); David Chapman (Corruption).
- The EQUIP2 quarterly meeting was held on September 7, 2005. In attendance at the meeting were Cory Heyman (AIR), Jane Benbow (AIR), David Plank (UMN) Don Winkler (RTI), Dr. Curtina Moreland Young (MCID), Rebecca Winthrop (IRC), Virginia Knowlton (JPKF), Victoria Waimey (JPKF), Joe DeStefano (Center for Collaboration and the Future of Schooling), Ash Hartwell (UMASS/EDC), John Weidman (Pitt). The meeting focused on reviewing the EQUIP2 vision set in 2003 and planning for the remaining two years of the project. The following activities were conducted during the quarterly meeting
 - USAID update and discussion of budget levels and upcoming congressional actions.

- Tom Lent facilitated a three part timeline activity. In part one, participants created a timeline from 1950-2015 highlighting trends in “International Development” “USAID” and “Education”. In part two, the discussion was brought to EQUIP2—its origins and work to date. In Part III, participants discussed their vision for the legacy of EQUIP2.
- Following the timeline activity, a group discussion was held regarding the vision for EQUIP2 and the need to focus on completing Leader activities that impact USAID policy and planning. Next steps included development of draft annual workplans for each program area to be shared at the December annual meeting.
- The Communication Team discussed its recent successes and presented its strategy for increased impact and message dissemination as a PowerPoint slide show entitled "EQUIP2 Communication: Integration for Effectiveness." As a result, the Communication Team has upgraded its work with the Decentralization Steering Committee, begun work with the Complementary Education Steering Committee, and started developing plans for the Education Data & Information Steering Committee.
- John Gillies and Audrey Moore traveled to the Republic of Georgia to support Dr. Wes Snyder in finalizing the workplan and develop the monitoring and evaluation plan for the project. This enabled the project to meet a highly accelerated implementation schedule, and also to better integrate the associate award with the Leader initiatives in decentralization and evaluation. These documents were submitted to USAID September 21, 2005.
- Responses to associate award program descriptions were prepared for Southern Sudan and Georgia. Both associate awards were signed and work initiated in this quarter. An associate award program description for El Salvador was received and the response initiated, but the award has not been finalized yet.

Technical Presentations

- The EQUIP2 team presented at several sessions of the USAID/EGAT bi-annual conference held in Washington DC on August 8-12, 2005. The following presentations were made by EQUIP2 team members.
 - Achieving EFA in underserved areas: Searching for effective alternative models of education: Joe DeStefano (LCN), Audrey Moore (AED), Ash Hartwell (EDC), and Jane Benbow (AIR) presented the results of the case studies completed in 2004. The focus of the presentation was on the organization, management and cost-effectiveness of the models against the public education systems and how these models are designed to provide learning outcomes equivalent to formal public schools, and to provide for transfer into the formal system.
 - Implementing Education Decentralization: Providing the information required for accountability: Don Winkler (RTI) facilitated a panel on decentralization that included both experts on decentralization and USAID mission representatives. The focus of the panel was to discuss three experiences with educational report cards—[1] the country level report cards issued by PREAL for Latin America; [2] school report cards developed in Parana, Brazil; and [3] school level information generated in South Africa. After the brief presentations of these three cases, there was a general discussion of their relevance for other countries, beginning with El Salvador and Peru.
 - Investing in Education: How to Close the Education Information Gaps: Kurt Moses (AED) and Laurie Cameron (AED) presented a panel that focused on outlining the information and data that is needed for the development of effective education

programs/projects. The session reviewed USAID/Washington capacities as well as supporting services, which include DHS/ED-DATA, GED, and other recent education data improvement initiatives. Specific information needs in the context of countries with start-up or mid-development education programs were also discussed.

- Program Evaluation. John Gillies and Audrey Moore participated on a panel chaired by Carmen Siri on the use of evaluation in USAID projects. The focus of the panel was to engage USAID in discussions on the importance of formative and impact evaluations.
- Post-secondary Education: John Gillies participated in the Secondary Education panel with Eduardo Cuadra (World Bank) and Rob Palmer (Dfid), presenting recent publications and research on the importance of investing in secondary education, and the programmatic implications of secondary education. EQUIP2 provided copies of key publications which EQUIP2 specialists had previously developed for the World Bank (WBI Working Paper: Beyond Basic Education: Secondary Education in the Developing World. (Alvarez, Gillies, Bradsher); Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub Saharan Africa. Aidan Mulkeen, David Chapman, Joan G. DeJaegher, Elizabeth Leu; and Proceedings from the Regional Conference on Secondary Education in Africa (SEIA). (WB working paper series No. 79).
- Donor Effectiveness and Effective Project Management: John Gillies chaired a lunchtime panel on working in a country-led environment. The session reviewed two examples of current EQUIP2 projects (Zambia working in a SWAP environment and Guatemala in education finance reforms) , with presentations from both the USAID and partner perspective on how donor projects must adapt to be responsive. Cory Heyman (AIR) and Cornelius Chipoma (USAID/Zambia) and Tom Lent (AED) presented. A case study of Guatemala and a review of literature for donor effectiveness were handouts.

EQUIP2 Communications

EQUIP2 Communications has published online and in print four new Decentralization Series Policy Briefs—*Education Decentralization and School Grants*, *Increasing Accountability in Decentralized Education in Paraná State, Brazil*, *Information Use and Decentralized Education*, and *Public Expenditure Tracking in Education*— is finalizing a new Complementary Education Series Working Paper and Issues Brief on *Meeting EFA: Cost-Effectiveness of Complementary Approaches*, and completed a second edition of the Policy Brief *Strengthening Accountability and Participation: School Self-Assessment in Namibia* for publication. These and the rest of EQUIP2's products have been disseminated via the EQUIP2 website and USAID DEC, sent electronically to stakeholders and USAID Missions by EQUIP2's CTO, and distributed at various conferences and meetings, including the USAID/EGAT/ED workshop and the USAID officers training. Between July and September 2005, www.EQUIP123.net received its greatest number of visits for a single three-month quarter at approximately 485,000 hits, including about 170,000 in September alone.

EQUIP2 has also begun to integrate communication and knowledge management strategy into core Leader Award efforts, reflected by the thematic focus on decentralization during the past quarter. EQUIP2 contributed text and oversaw content management for the *EQ Review* newsletter on decentralization and is organizing an international videoconference on Education Decentralization in Africa, which will include participants from Namibia, Ghana, Uganda, and Washington, D.C. The Communication Team discussed its strategy during a presentation

entitled “EQUIP2 Communication: Integration for Effectiveness” at the EQUIP2 Partners meeting in September and has begun working with the Complementary Education Steering Committee and developing plans for the Education Data & Information Steering Committee.

Achieving EFA Goals through the Use of Cost-Effective Approaches and Alternative Models that Reach Underserved Populations

The Complementary Education group faced several challenges this quarter as the team tried to complete the seven case studies. Several of the local organizations and/or consultants were unable to write or complete the case studies, so there has been an increased need for the core research team of Joe DeStefano, Audrey Moore and David Balwanz to begin to write and edit case studies. The following is an update of work completed on the case studies in the past quarter.

- Guatemala: The consultant hired to research and write the Guatemala PRONADE case study indicated in September that he would be unable to complete the case study. As a result, Audrey Moore began to gather data and documents to write the case study. To date, much of the cost data for both the public and complementary models school has been obtained and a draft report is expected at the end of October.
- Egypt: The Egypt Associate Award was unable to assist the complementary education team with obtaining regional data for the case study. Joe DeStefano is in the process of writing a draft of the case while Audrey Moore is working with Babette Wils and the EPDC team to locate additional enrollment, completion and cost data for specific governorates. A full draft is expected to be completed in October.
- Afghanistan Home Schools: IRC submitted a 70 page report along with a good deal of cost and enrollment/completion data. Following a review of the submission, IRC was asked to gather some additional information and data. Jackie Kirk is expected to submit the data in October and a new draft to be prepared by the first week of November.
- Afghanistan COPE Schools: The EQUIP2 team worked in partnership with EQUIP1 to gain access to data on the COPE schools in Afghanistan. The initial submission by the EQUIP1 consultant provided little data and information, including almost no information on the COPE project itself. Enrollment, completion and cost data were extremely problematic. Feedback was provided to EQUIP1 and the consultant is to follow up. To date, we have not received an update on this case study. David Balwanz was able to locate some useful documents from Colette Chabbott on these schools and is sifting through the documents to see what is available. He is also following up this week with Jane Benbow to get a status update on the additional data work being completed through EQUIP 1. The goal is to complete this case study by mid-November.
- Zambia Community Schools: Sarah Bouchie from CARE submitted a comprehensive case study in mid-September for review by the complementary education team. While the case study contained strong information about teachers, management and governance – no cost data was included. Audrey Moore and Jessica Quijada are currently working with Kurt Moses to obtain public school cost data. Jessica is also reading through the case study to identify what quantitative data exists and what data gaps need to be addressed. It is expected that Joe and Audrey will complete this case study through an edit of the larger document.
- BRAC: Collette Chabott was hired to complete the case study for BRAC. Preliminary cost tables have been submitted to Audrey for analysis and we anticipate receiving a draft case study in early November for review.
- Zambia Interactive Radio Program: No progress has been made on this case study to date.

Acquiring good cost data has continued to be a challenge for the complementary education team. Programs have been less willing to share budget information and accurate public school budgets and cost data have proved elusive. The challenge reiterates the importance of networking and working with program people – as was done last year – to obtain complete cost, enrollment and completion data. It also reiterates the issues related to accurate and timely

The work on the development of a pilot literacy assessment tool moved forward this past quarter. Audrey Moore and Joe DeStefano met with Jim Bauman of the Center for Applied Linguistics. CAL developed and piloted a simple literacy assessment tool in Ghana this year. After discussions with CAL, it appears that the tool could be modified for use in other countries – CAL is interested in working with EQUIP2 to further pilot the instrument. Jim Bauman will submit an estimated budget for EQUIP2 review and a follow-up meeting to discuss next steps will be held in November 2005.

David Balwanz, Joe DeStefano and Ash Hartwell continued to make progress in planning for the 2006 ADEA biennial meeting. The EQUIP 2 CE team will be organizing and helping present the following contributions to the ADEA biennial meeting: An overview presentation of complementary education as a means to meet the challenge of reaching the underserved populations in every country. This will include examples and analysis of how complementary models manifest themselves across Africa, with presentation and discussion of the results of our case study analyses

An initial analysis of examples of complementary education from across Africa showing the extent to which these models of schooling serve children in numerous African countries, with specific attention to some of the more promising models (where promising is defined in terms of their ability to reach underserved populations, make use of pedagogical and staffing innovations, and draw on community and non-governmental support) continued to be developed by David Balwanz this quarter.

Ash Hartwell began to work on the organization and presentation of country “policy” cases from Uganda, Ethiopia and Ghana. These country policy cases will demonstrate how the government has worked with various partners to identify the role complementary education models and non-governmental actors can play in helping countries formulate and implement their sector development strategies. Teams from each country will be helped to prepare and present their cases.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

During the past quarter, three policy briefs were published that relate to the topic of decentralization: *Increased Accountability in Education in Parana State, Brazil; Information Use and Decentralized Education; and Education Decentralization and School Grants.*

The development of the community of practice on decentralization - which was to be launched this past quarter – has been delayed as a result of technical challenges and competing schedules of participants. Ryan Goldman (EQUIP2) is working with participants to confirm a November

date for the kick-off of the community of practice. Tom Lent, Director for Associate Award (EQUIP2) and Ryan Goldman (EQUIP2 Communications Specialist) met with the Director of the GLP to transmit needs and priorities and better understand the portal's capacity. Ryan has continued to follow-up with GLP to assist in initiating this activity.

The Decentralization Steering committee met in July to discuss work for the third quarter. The purpose of the meeting was to follow up on the status of the policy briefs, the upcoming video conference on decentralization, and discuss the potential for holding several additional Decentralization Workshops in the coming year. The Decentralization program area team also continued to plan for the upcoming video conference, which will include participants from Ghana, Namibia and Uganda. The purpose of the video conference will be to discuss the problem and priorities in implementing education decentralization in Africa. The hope is that the video conference will help stimulate the development of a region-wide network to influence policy and practice on decentralization.

Improving Access and Use of Data for Effective Management of Education Strategies

The Education data group continued work on data analysis and development of an M&E strategy. Babette Wils and Ash Hartwell completed a working paper that analyzed the number of out of school youth and children – including hard to reach population. Laurie Cameron began an in depth analysis of school level data from Uganda and Namibia, constructing learning pyramids that demonstrated the number of children entering primary school, completing primary school and able to demonstrate learning. Laurie will complete this analysis in the next quarter, including lessons learned and policy implications.

The EQUIP2 M&E team of John Gillies, Stephanie Lehner and Audrey Moore continued to develop the EQUIP2 M&E strategy. The team worked with David Ariasingham in September to begin to identify framing questions to guide the M&E analysis. The team is seeking to merge lessons learned across the EQUIP2 projects with both qualitative and quantitative research and analysis. An initial meeting in September led to the development a possible structure of a study that might answer the overarching question around decentralization: *What elements of a decentralized system and which processes within that system, enable or disable school level improvement/development?*

The study would comprise three parts: (1) Mapping education systems and management/administrative/financial/planning/ accountability processes in a number of countries at different stages of decentralizing (countries suggested: Namibia, Senegal, Mali, Egypt (governorate level), Zambia, Honduras, Malawi, El Salvador, Georgia); (2) Mapping current interventions/support structures (USAID, other donors) on to the education system and processes; and (3) Assessing the quality of schools in the system. Further refinement of this idea, along with the development of further M&E questions will be completed next quarter and will link to the on-going activities in the decentralization program area.

As previously discussed in this report, the M&E team is also exploring the idea of adapting the Microsoft M&E tool for use with USAID. Stephanie Lehner, Tom Lent and Audrey Moore attended a presentation by the AED Center for Higher Education Management Services on their

new M&E webbased data management system. The team hopes to develop a similar database that can be used by USAID in the future and is in the process of exploring options for the development of such a database and its possible use for cost share.

Cross-Cutting Activities

HIV/AIDS and Teacher Absenteeism

Stephanie Lehner continued to edit the paper on strategies for mitigating the impact of HIV AIDS and teacher absenteeism. The paper, written in collaboration with Brynja Gudjonsson, will be finalized in the next quarter. Stephanie Lehner and John Gillies will also meet with USAID staff member Joe Kitts to discuss the USAID policy agenda on HIV AIDS and how this research might contribute to their goals. This meeting is expected to take place in the upcoming quarter. Stephanie has also developed a one page concept paper related to the research direction for this component area and is in the process of meeting with various stakeholders, include the AED COACH project, USAID, and the Africa Bureau to refine the research focus. AED COO Jack Downey has indicated that HIV AIDS is a priority area for the Academy and informed the team that the Academy might be able to provide some resources for research conducted under EQUIP2.

Organizational Development and Donor Effectiveness

EQUIP2 has initiated a number of activities this quarter to elucidate “donor” and, more broadly, “development” effectiveness. Jessica Quijada, David Chapman, and John Gillies contributed to a literature review in an effort to develop a framework through which to evaluate factors that contribute to effectiveness, including capacity, sustainability, ownership, and donor coordination, among others. A case study highlighting how some of these factors unfolded in the policy dialogue process in Guatemala was drafted and presented by John Gillies and Tom Lent at the USAID/EGAT conference in August. Discussions of additional case studies and policy briefs based on recent EQUIP2 projects are ongoing, including a possible analysis of implementing a project within a SWAP environment in Zambia.

Another activity that was initiated is a meta-analysis of USAID basic education projects over the past 15 years. Dr. David Chapman, an EQUIP2 partner through the University of Minnesota, will work with our team to conduct a review of USAID projects that have supported basic education, looking at specific interventions used and extracting lessons learned. Working with DIS, a number of reports were generated and reviewed in an attempt to capture the universe of documents that will be the foundation of this study in the coming months.

Obstacles and Proposed Solutions

1. In an effort to engage local partners in completing the case studies for the Complementary Education program area, EQUIP2 contracted with international NGOs and local partners to gather the data and help to develop the case studies. Six of the current seven case studies underway are being completed in this manner. However, the trade-off has been that it has taken more time to complete the case studies. Consultants or organizations often need additional guidance; initial drafts may not have the required information; local organizations and partners are unable to obtain cost information. In the end, it has required additional follow-up time, leading to a delay in the completion of

these cases, and in some cases, it has required the EQUIP2 core research team to rewrite – or write the actual case study.

2. EQUIP2 has continued to discuss strategies for cost share contributions with the CTO and the partners. The EQUIP2 CTOs developed guidelines for acceptable cost share during this quarter, and EQUIP2 has responded with questions. A series of proposed activities have been developed for negotiation with USAID. The primary challenge facing the project is the identification of allowable cost share activities, while still orienting project activities to program areas of greatest interest to USAID and EQUIP2. A critical criteria for future programming will have to be oriented toward activities that will generate allowable cost share.
3. The projected budget cuts in the EQUIP2 leader award will also highlight the need to prioritize activities. The planning projections indicate a funding shortfall of over \$1m, which will substantially affect project impact and outreach. The EQUIP2 leadership will work closely with the CTO to plan and prioritize program areas.

Financial Summary

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	\$ 254,599	\$ 2,798,856	\$ 2,132,822
Federal share	\$ 254,599	\$ 2,739,586	\$ 1,548,830
Recipient share		\$ 59,270	\$ 583,992
Total cost share %	0%	2.1%	15%

III. Associate Awards: Activities and Accomplishments, January-March 2005

Summary: The third quarter of 2005 was another intensive period for implementing existing associate awards and in responding to new requests. EQUIP2 signed two Associate Awards for this quarter, and submitted another for review. The **Georgia General Education Decentralization and Accreditation** project was signed on July 20, 2005. The project focuses on providing assistance to the MoE to decentralize education through the development of education resource centers as well as the establishment of a single accrediting organization for general, vocational and higher education. The project will be rolled out in two phases: Phase I, led by Dr. Wes Snyder will focus on development of the strategic vision and workplan for the project; Phase II will consist of project implementation, and is expected to begin in October. The **Southern Sudan Technical Support project** will provide assist in the creation of the Secretariat of Education. The team, led by Senior Technical Advisor Tom Balderston, will help the SoE develop workplans for each of the departments, hire staff, and begin to lay out activities for the SoE. The **El Salvador** was submitted to the USAID mission in October, having been initiated in September. The main focus of this project is to increase and improve social sector investments and transparency in education and improve basic education opportunities.

Existing Associate Awards

Education Policy and Data Center (EPDC)

The Education Policy and Data Center was able to fulfill several key objectives during the past quarter. Using new automatic production techniques in our Access database, the team completed 60 Country Profiles. The EPDC team also created a new page on the EPDC website, which allows users to download specific sections of the Country Profiles, creating customized Country Profiles. While the original country focus was on EPDC and IDA countries, the team expanded our goals in data collection to include USAID countries. With this expanded goal in mind EPDC continued to make headway in collecting new data from new Census reports and other household surveys. In efforts to speed up the process of uploading this new data to the EPDC database, the Center hired a consultant to create a web-interface upload page. This new upload process allows for a more automated quality check on the new data.

The Center had two major accomplishments during the quarter. First, the EPDC team successfully led two training sessions, in collaboration with Aguirre International at the USAID Workshop in August. During the week of the workshop, the EPDC set up an information table, providing access to EPDC Country Profiles and current working papers. In addition the training sessions allowed participants to understand the ways that they could utilize the EPDC tools to meet their own needs for policy-making in the field. Finally, the EPDC completed data collection, analysis, design, and printing of the report *Educating the World's Children: Patterns of Growth and Inequality*. Combining new data, analysis, and projections, the report examines the patterns of past and future education growth as well as inequalities of school participation in 70 developing countries.

Egypt Basic Education Program (ERP)

The Egypt Education Reform Project is an integrated program intended to establish a foundation of educational policy and institutional capacity for sustainable and replicable reform in seven target governorates in Egypt. ERP supports advocacy for system change and provides technical and other assistance at the national level to stimulate systemic change in education in Egypt.

ERP operates at two levels. The EQUIP1 component focuses on the delivery level of the education system (schools, communities, etc.) while EQUIP2 focuses at the policy and systems levels in the Ministry of Education, Ministry of Higher Education and in Governorates (laws, regulations, procedures, decrees, norms, etc.)

A major accomplishment, in Quarter 4, of the Education Reform Program, EQUIP2 was the establishment of joint ERP/MOE Thematic Working Groups for Community Participation, Professional Development, Standards, Decentralization, and Monitoring and Evaluation. This is the first time MOE has organized working groups jointly with a donor partner. A full-day workshop was held on August 31 in Cairo in order to formalize the cooperation between the MOE and ERP. Senior Ministry officials attended the workshop including the Minister of Education, Dr. Ahmed Gamal El-Din Moussa. In addition, the Minister spoke to the group about his education reform agenda. This meeting was very important in operationalizing the working relationship between the MOE and ERP.

Community Youth Mapping (CYM) has empowered technical school students with computer literacy skills, data analysis skills, communication skills and an increased confidence in themselves. Databases have been set-up in Beni Sweif, Minia, Qena, and Aswan. These databases house data collected by local youth earlier in the year. Information stored on the databases includes community resources available to young people (i.e., employment

opportunities, mentoring, internships, health centers, recreation, etc.), transportation issues, and local facility costs. Phase II of this activity will begin next quarter. This phase includes training stakeholder groups in using the information stored on the database for decision making and in improving employment opportunities for youth.

The Professional Development Advisory Group supports school-university partnerships and includes senior leaders from the MOE and MOHE. Partner meetings were held with the FOE Division of ERP and with seven university Faculty of Education deans and senior faculty in Cairo, Alexandria, Aswan, Qena, Beni Sweif, Fayoum, and Minia. The advisory group will identify and pursue policy changes required to enable the on-going involvement of FOE personnel in the overall professional development system. Members of the advisory group were identified in each governorate.

Two Participant Training activities took place in Quarter 4 as a part of ERPs capacity building initiative. Fifteen participants from the MOE traveled to the United States on a School-to-Work study tour. There they observed programs and discussed U.S. legislation and policies effecting the development and support of school-to-work activities. A second group of twenty senior decision makers from the MOE attended a two week training course in the United Kingdom in monitoring and evaluation. The training focused on evaluating change in the developing world. Both groups created action plans and conducted follow-up workshops when they returned to Egypt.

Georgia General Education Decentralization and Accreditation (GEDA)

Phase 1 of GEDA was initiated at the end of July, 2005 and a Strategy Team, led by Dr. Wes Snyder from the University of Montana, was fielded to begin the development of the workplan and budget for Phase II. During this period, the strategy team worked closely with the Ministry of Education and Science (MoES) and the USAID Mission to develop an implementation plan for Georgia's rapid decentralization initiative. The team was supported by substantial short-term technical assistance during this initial 3-month period, including Jerry Wood (HO project manager, Jon Herstein (RTI), Audrey Moore (AED), John Gillies (AED), Jan Herczynski (RTI), Bruce Whitehead (AED), Dory Neilson; and John Myer. The team focused on conceptualizing the functional role and sequencing of 100 Educational Resource Centers to be established throughout the country over the next several years.

Consultants contributed to an increased understanding of the organizational environment and facilitated the articulation of needs and processes required to develop a sustainable accrediting system. This new accrediting body will be aligned with the *Bologna Process* yet be distinctively Georgian, and will serve quality assurance needs for both institutional and program accreditation in general, vocational and higher education. In September, a start-up team assisted with staffing the field office and developing the workplan and a project Measurement and Evaluation plan in preparation for Phase 2 activities.

Ghana Basic Education Comprehensive Assessment System (BECAS)

Activities under the BECAS project in the fourth quarter of 2005 focused on the administration of the National Education Assessment. The Ghana BECAS office staff, members of the Technical Working Group, GES personnel, and an international visitor, completed the final

preparations for, the administration of and the monitoring the National Education Assessment in all ten regions of Ghana in July. Members of the Assessment Services Unit were minimally involved, in part due to training provided by the World Bank that took the out of Ghana. It was later discovered that CRDD Director Sarah Agyman had approved the full time participation of ASU member, but they were not coming to the BECAS office.

August and September's activities included the retrieval and unpacking of the NEA answer sheets and test materials by John Buckle, and the development of a marking scheme for the constructed response test items on the piloted SEA. Additionally, Bess Long followed-up on an ASU request for in-house (scheduled trainings) by requesting a list of specific areas in which further training is needed. At the August staff meeting the Director of CRDD and ASU personnel presented a list of priorities for training in assessment, from which a training schedule was developed.¹ The more formal training has already begun to further the capacity building that has been ongoing since the beginning of the project. Test development continued, as well, as Ms. Long created drafts of 4 additional listening forms for the NEA. Mr. John Adu and Bess began to compile the monitor and test administrator feedback forms.

Guatemala Social Investment and Policy Dialogue (SIPD)

Summary not available at this time.

Honduras Improving Student Achievement Project (MIDEH)

The EQUIP2-MIDEH (Mejorando el Impacto al Desempeño Estudiantil de Honduras) project has had an extremely productive quarter. Under Component 1, the MIDEH team assisted the Secretaría of Educación (SE) of Honduras in the development of academic standards for grades k-6 in mathematics and Spanish language. This process has included as many stakeholders in the Honduran education system as possible to increase Honduran ownership and acceptance; people of diverse backgrounds participated, including Honduran Spanish and Math experts, teacher unions' representatives, members of the SE and teachers themselves.

Through Component 2, the MIDEH team continued its in-service teacher training workshops, successfully completing trainings which reached hundreds of Honduran teachers across the country. These included a four-day workshop on teaching students with disabilities, where the participants will be bringing what they learned to their respective districts to help all teachers in Honduras develop the capacity to integrate and effective teach all students.

A thorough research study of Educadores, the alternative delivery program for students in remote areas or atypical circumstances, was conducted under Component 3 and completed over the summer with the final report to be released shortly. In Component 4, the consultative committee has been hard at work and chose a smaller group of representatives to form a MIDEH task force. Overall MIDEH has been flowing smoothly and has already accomplished a great deal.

The project team worked together at the annual summit meeting to create an in-depth Monitoring & Evaluation plan with the aim of helping project stakeholders, such as USAID and the SE of

¹ See end of report for training plan.

Honduras, see what effects MIDEH has had once the project closes in 2007; this plan pays special attention to the steps taken towards accomplishing EFA goals.

Jordan ERfKE Support Project

Work on the ESP project continued at an accelerated pace this past quarter. The major accomplishment was that the modification to increase the overall contract ceiling was signed by USAID. This modification increased overall funding for the ESP project by \$10M, and adding 6 new major activities to the project.

Nine international consultants traveled to Jordan this quarter to support project activities. Support included technical assistance for the following areas: Monitoring and Evaluation; ECE evaluation and development of teachers' manuals; computer procurement; MIS; STC; and community youth mapping. Each consultant spent a minimum of three weeks in the field providing support to the project.

Major accomplishments this quarter under the ECE component of the ESP project included the following activities.

- Children's Language Enrichment Centers (Formerly Literacy Centers) strategy paper completed and sent to all stakeholders for their feedback, and delivered to the Ministry of Education July 7. Minister of Education officially approved MoU for Children's Language Enrichment Centers in Ministry schools.
- Renovations of the first and second kindergarten clusters completed. Refurbishment approved by MoE Inspectors.
- ESP ECE Monitoring and Evaluation Formative Research Plan approved by Secretary General Tayseer in a meeting. Also present were Dr Mona Mukhtamen, Director of General Education, Ian MacMillan, Head of DCU, Ibtisam Amara Head of Early Childhood Education. This plan was subsequently reviewed with the Director of NCHRD.
- Ministry of Education formally approved kindergarten teacher training manuals and the ECE Staff trained trainers on the Introductory Teacher Manual.
- Karak Children's Language Enrichment Center renovations were completed and ECE staff carried out the training of newly appointed kindergarten teachers. A feedback seminar with trainers who completed new kindergarten teacher training was also held in September.
- 24 Kindergarten classrooms from clusters 1-4 received all their furnishings.

Major accomplishments under the MIS component included the following activities.

- ESP Consultant, Jesse Rodriguez worked with MoE consultant Bassam Kahhaleh, the ICT Directorate and Jordan Telecom in brokering an agreement for JT data centre hosting services of MoE's data center equipment. Agreement was reached at a meeting between the two parties in the presence of USAID and ESP.
- Deployed equipment in Ahmad Toukan School in 4 classrooms, finalizing Phase 1 of the discovery school program. Deployment was completed in July.
- Evaluation Report for the MIS-Online Project Proposals was prepared by the evaluation committee, Dr. Waleed Salameh, ICT Consultant for MoE; Najwa Al Ashqar, Digitization Dept MoE, Nisreen Al-Oran Curriculum Dept MoE and Mayyada Abu Jaber, YTC/ESP,

for technical issues July 10 and sent to AED. Financial part sent to administration department at ESP.

- Final report for needs assessment for each of the 16 training centers was prepared by Dr. Omar Al Sheik , which will be used as basis for future training for teachers, principals, parents and students.
- Golden Star and Savanna, finished network and cabling work in the 50 JEI schools in August. Network cabling work was also completed at Al-Khansa pilot discovery girl's school.
- ESP was formally integrated into ERfKE component II. The Integrated plan between YTC and ERfKE/MoE was completed, Sept 15. ESP/YTC team has been assigned to a number of Component 2 Working Groups covering Curriculum/MIS, Teacher Training, School Technology and School-to-Career.
- All equipment to be provided to MoE as USAID donation for MoE Data Center, Discovery Schools, and COW Pilots is in Amman, September 12.

Malawi Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development

During this quarter, the 2005 annual census training and EMIS activity continued to move forward on schedule. Preliminary primary school results were printed in September. Complete results for primary and secondary schools will be ready for printing in late October/November.

The Ministry of Education has expressed deep commitment to EMIS and its importance to the Ministry's strategic direction. This support is expanding well into the larger donor community. In a recent multi-donor meeting, EMIS was a topic of discussion with particular mention given to the contribution of EQUIP2. It is our hope that this will lead to continued support for EMIS. Currently, AED is in negotiations with DFID to extend its support for the EMIS activity. It is our hope that a funding mechanism will be finalized in the next quarter.

Mali Regional Action Plan/Decision Making Project (RAP-DMP)

The field training program began this quarter. The first activity was short and specific, covering mainly the application of the Ministry of Education's 2005 financing plan. The second training activity in September was for the training of trainers on eight different themes. It was an opportunity for the RAP-DMP to test its training strategies and gauge responses from participants particularly to the training techniques used. Following the training, the RAP-DMP supported the central Ministry in its response to questions raised at the regional level. The period also covered the beginning of the 2nd year of the RAP-DMP in Mali and the submission of the Year II work plan.

One of the priorities of the period was to assist the central ministry offices in the processing of funding requests coming in from the regions. At the end of August the first tranche of funding from the Dutch/Swedish/Norwegian consortium was made available in the DAF's bank account. The first priority was to process the fifty odd requests for funding that had already been approved prior to the availability of funding (roughly the period of January – July 2005). In order to do this, it was imperative that the funding requests be coded with respect to the financing plan. An Excel file was prepared for registering requests as they arrived, and again when funds were disbursed, against the amount of funding available for each region and subcomponent in the

financial plan. In September the technical team focused on the work at the DAF, whereas in October, the RAP-DMP plans to support the CPS in the processing of requests prior to their submission to the DAF.

In the spirit of Just-In-Time technical assistance, the RAP-DMP will try to respond to the needs that arise in the context of the Action Plan (PA) review process. Currently the MEN is planning to conclude the PA process by mid-December so that that activity implementation can begin in January 2006. The appropriateness of a modest change in strategy will likely become clearer during the period. The hallmarks of any strategy shift will be flexibility and a Just-In-Time orientation.

Namibia Basic Education Support, Phase 3 (BES 3)

BES 3/Namibia has reached its one year anniversary and the annual report of activities has been submitted to both the CTO/Namibia, and to EQUIP2 CTO, Patrick Collins. In the last quarter, BES 3 main accomplishments included:

- Four concurrent student teacher/teacher educator seminars at each of the Colleges of Education were held in August, focused on maths, science and language education and drawing on expertise from AED, University of Namibia, BES3 staff, the Polytechnic of Namibia, and MCID.
- Administration of the project's newly developed assessment instrument for math, language and science in 185 schools to nearly 3,700 Grade 4 learners. BES3 staff, Ministry partners and technical assistance from AIR, analyzed the results of the administration for reporting results and for using the results to diagnose teaching and learning needs in Grade 4 classrooms, and establishing a baseline of learner performance against which to measure growth in performance.
- A second Writing for Kids workshop was held, and six new titles in the children's literacy series were developed by participating teachers.
- The PEPFAR small grants program to support OVCs in school was launched in October, after extensive planning work was completed earlier in the quarter. OVC support programs will get underway in January 2006.
- Preparation for participation an EQUIP2 international video-conference on decentralization of education services has been underway, several senior Namibian officers will participate
- The project team assisted with the first training program for Inspectors and Advisory Teachers from all 13 regions on the new National Standards.
- The project team, through continued dialogue during the year and a consultancy in September, has started to develop plans with EMIS on incorporating OVC data into the current system. That process will be completed and available in regions, circuits, and schools nationally next year.

Children's Learning Access Sustained in Senegal (CLASS) and Senegal's Improved Teacher Training Program (SITT)

The CLASS and SITT projects were closed for one month during the past quarter due to personal vacations scheduled by the staff.

CLASS

After series of meetings and discussions with partners (RTI, TOSTAN, local and regional stakeholders) at the Ministry of Education, the CLASS project submitted its third annual work plan. The work plan reflected the main accomplishments of the past year, and outlined the vision and activities scheduled for the upcoming year centered around training of teachers and schools directors, training of school management committees, maintaining girls in schools and increased community participation.

The construction and renovations of middle schools entered its final stages, with most schools scheduled to open in October 2005, the beginning of the 2005-2006 school year. Those schools have also been equipped with furniture and basic equipment so that they can be immediately operational.

SITT

The SITT component of the project primarily focuses on teacher and school directors' training. Last quarter, training modules on leadership skills, motivation, and professional practice for teachers and school directors were finalized. During the month of September, about 500 teachers and principals in the three target regions were trained using those modules. More training is scheduled for the month of January.

Uganda Support for Education Management Information System (EMIS)

During this quarter, AED and its subcontractor, AFRICON, completed the school mapping activity. Maps will be printed and distributed to members of parliament under the auspices of the Ministry of Education and Sports. The maps have been organized by county, allowing parliamentary leaders to view the location of all schools within their counties.

In August, the project conducted a very successful EMIS skills building workshop for 130 District personnel. Workshop goals included assisting planners in understanding, interpreting and using GIS maps; providing information for the comparative analysis of good and poor district level performance; and improving the schools response to the Annual Schools Census to enable MoES to produce accurate and timely education statistics. Districts are now ready to start decentralized data capture. The software program for mapping – modified ArcView - has been circulated to Districts that can support the software (i.e. those that have computer capacity).

Zambia: Improving Information and Strengthening Policy Implementation

The third quarter was an active period for EQUIP 2/Zambia. Two key positions were filled with the appointment of Lynn Ilon as the new Senior Technical Advisor/Chief of Party in July, and Joe Kanyika as the Senior Policy Research Advisor in September.

With the receipt of the second year obligation, the work conducted this quarter included:

- The fourth workshop to train Provincial Education Standards Officers, Subject Coordinators (Provincial Resource Centre Coordinators), Statisticians and Head Teachers from Pilot Schools was successfully implemented from 24th to 30th July, 2005. The workshop coincided with the visit by the Technical Advisor, Dr. Jeff Davis, who also attended the workshop. The fifth workshop for District Education Standards Officers, District Resource Centre Coordinators and Assistant Statisticians took place from 28th August to 2nd September, 2005. The sixth workshop that developed Grade 4 Pre-Pilot (Baseline) and Grade 5 Post-Pilot Assessment

- Instruments was successfully held from 18th to 24th September. More training will be taking place in the
- The HIV/AIDS workplace program began the third quarter with its restructuring in the Ministry, and the appointment of the new HIV/AIDS coordinator. The HIV/AIDS unit met on the 7th of September to discuss the sensitization and mobilization campaign and put together a plan of action for the Central and Southern Provinces. 1098 people received group counseling through twenty five counseling sessions and 278 people chose to take HIV tests and received their results.
 - EQUIP2 worked with the Ministry to improve and formalize the 2005 verification activity so that it could provide a more meaningful measure of the accuracy of the ASC data and guide future instrument development and verification efforts. These improvements included the development of a verification strategy, a record of school visits and observations and the introduction of an Excel tool to consolidate the results from all school visits.
 - This quarter also saw the completion of equipment procurement and the start up of the decentralization activity started by RTI.

New Associate Awards

South Sudan Technical Support Project:

The Southern Sudanese education reforms are still in the very early development stages and this Project will recognize and build upon traditional systems and institutions. It will create new systems of elements appropriate to the current actors and needs in Southern Sudan. The EQUIP2 technical assistance team will function as professional staff support and advisors to the SoE leadership, providing access to a broad base of experience and technical expertise that can inform the needed policy decisions.

The Technical Assistance to the Sudan Secretariat of Education (SoE) project began officially on September 1, 2005. The first month of the project involved three main activities: (i) Setting up administrative and financial systems, (ii) Logistics, and (iii) Program Planning. The project designed a financial reporting system that can operate in the South Sudan, procured laptop computers and satellite phones to ensure that consultants on the ground would be able to communicate with USAID, the SoE, and the AED home office, and organized lodging and travel to and around South Sudan. The project also hired Technical Advisor, Tom Balderston, who will spend the duration of the project in South Sudan, and opened communication with USAID, the SoE and potential consultants about putting together the project workplan and PMP.

The political environment in Sudan and South Sudan remains quite fragile and fluid. The project began before a Minister was named to head the Secretariat of Education and before the Government of National Unity was formed. The Government of National Unity was formed on September 22, 2005 and it is expected that a Minister of Education will be named soon. The absence of a Minister of Education has delayed some project planning.

El Salvador

The application for assistance is being prepared. The project is an integrated set of policy, support, and capacity building activities that addresses both the long term efforts and priorities of the country's and Ministry's 2021 strategic plan as well as the short term priority actions to reach those goals. The central project objectives are to:

- Increase and improve social sector investments and transparency in education
- Increase and improve basic education opportunities.

Anticipated Associate Awards

- Nigeria
- Yemen